

Unit Planning Guide: Grade 1 Unit 3 of ____

Unit Title: Questioning	Pacing (Duration of Unit): 5 weeks
Grade: 1	Buffer Day(s): 1 week

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p>Standards (Priority Standards in bold):</p> <p>RF.1.1a Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.</p> <p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><u>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.</u></p> <p>L.1.2b Use end punctuation.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.5c Identify real-life connections between words and their use (note places at home that are cozy).</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of</p>	<p>These are MPI examples for EPL 2</p> <ul style="list-style-type: none">• Give examples of parts of a sentence in a small group• Categorize informational and narrative text using a chart• Ask for clarification from a mentor/peer/teacher
---	---

rovezzic@worc.k12.m..., 6/28/13 2:45 PM
Formatted: Font color: Black

rovezzic@worc.k12.m..., 6/28/13 2:45 PM
Formatted: Font color: Black

rovezzic@worc.k12.m..., 6/28/13 2:46 PM
Formatted: Underline, Font color: Black

rovezzic@worc.k12.m..., 6/28/13 2:45 PM
Formatted: Font color: Black

a range of text types.	
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	

* Continue to teach grade level phonemic awareness and phonics as necessary

Meaning (*Mostly assessed through Performance Tasks/Assessments)
--

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> • A complete sentence is essential for communicating meaning. • Clarification is taught at the phoneme, word, sentence and text level. • Identification and classification of genre is necessary for students to incorporate the strategies needed to comprehend the text. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • How do I use writing to tell people what I want to say? • What is a question? Why are questions helpful? • Why do I read stories? Why do I read informational text?
--	---

Acquisition (*Mostly assessed through traditional summative assessments)
--

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know that...</i></p> <ul style="list-style-type: none"> • Sentences contain capitalization and end marks <ul style="list-style-type: none"> ◦ first word capitalization ◦ period, question mark, exclamation point • Sentences convey a complete thought • Sounds are blended to make words • Words are composed of sounds and symbols • Text can be classified; narrative, informative • Questions can be used for clarification 	<p>Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • recognizing the features of a sentence (first word, capitalization, ending punctuation) (knowledge) • reading cvc words (application) • encoding phonetically (application) • classifying genre (i.e. narrative/informative) (synthesis) • identifying when they need to clarify (evaluation) • composing complete sentences/ questions (application) • connecting words to their meaning (application and synthesis) • asking questions for clarification (application, analysis, synthesis)
--	---

<ul style="list-style-type: none">• Words have meaning <p>Key Academic Vocabulary</p> <ul style="list-style-type: none">• Sentences• Questions• Clarify• Narrative <div>Informative Connections Genre</div>	
---	--